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# CollectivED

The Mentoring & Coaching Hub



**"It changes the way you see yourself as a teacher".**

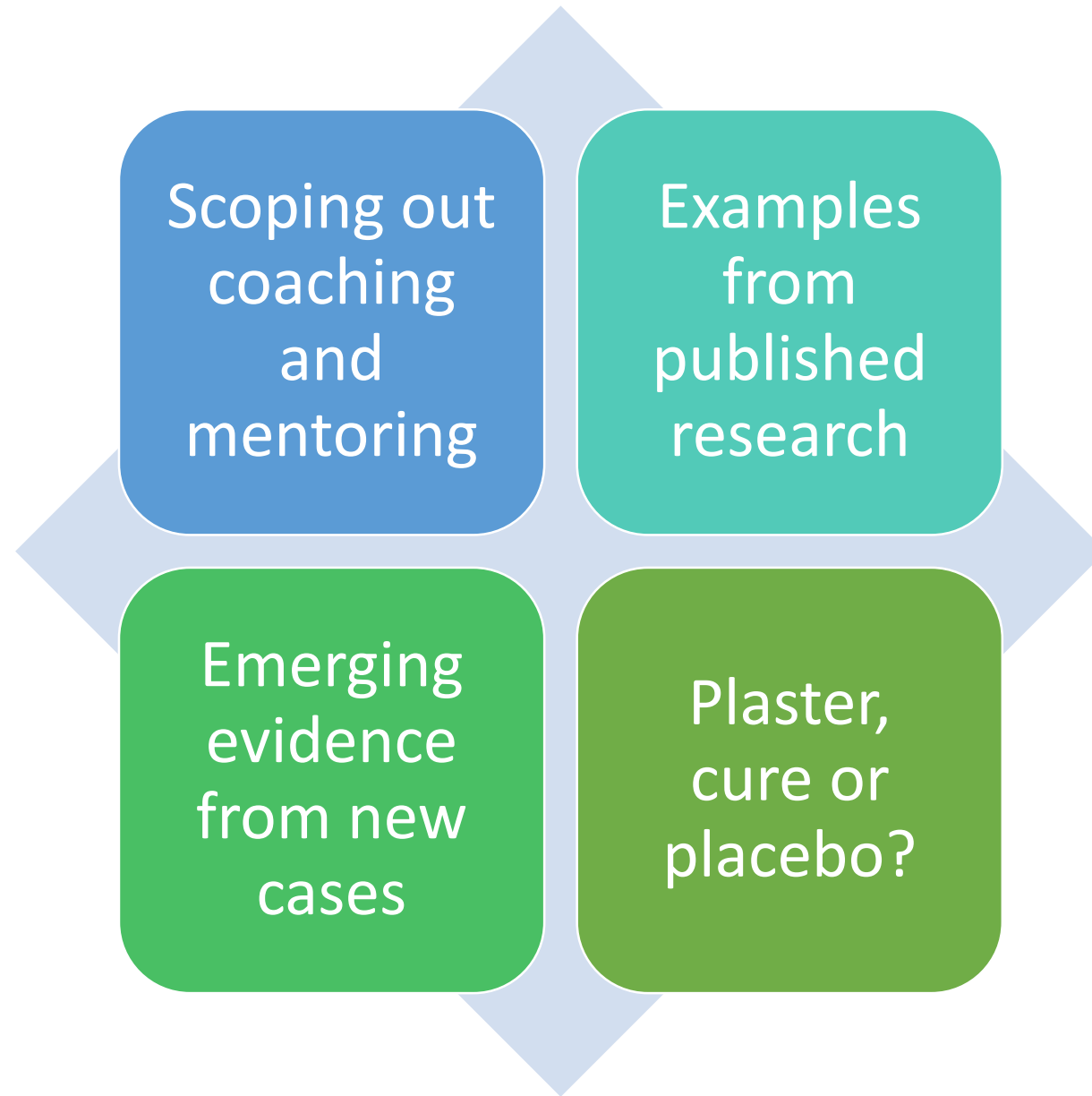
**Turning the tide; can we use mentoring and coaching to better effect?**

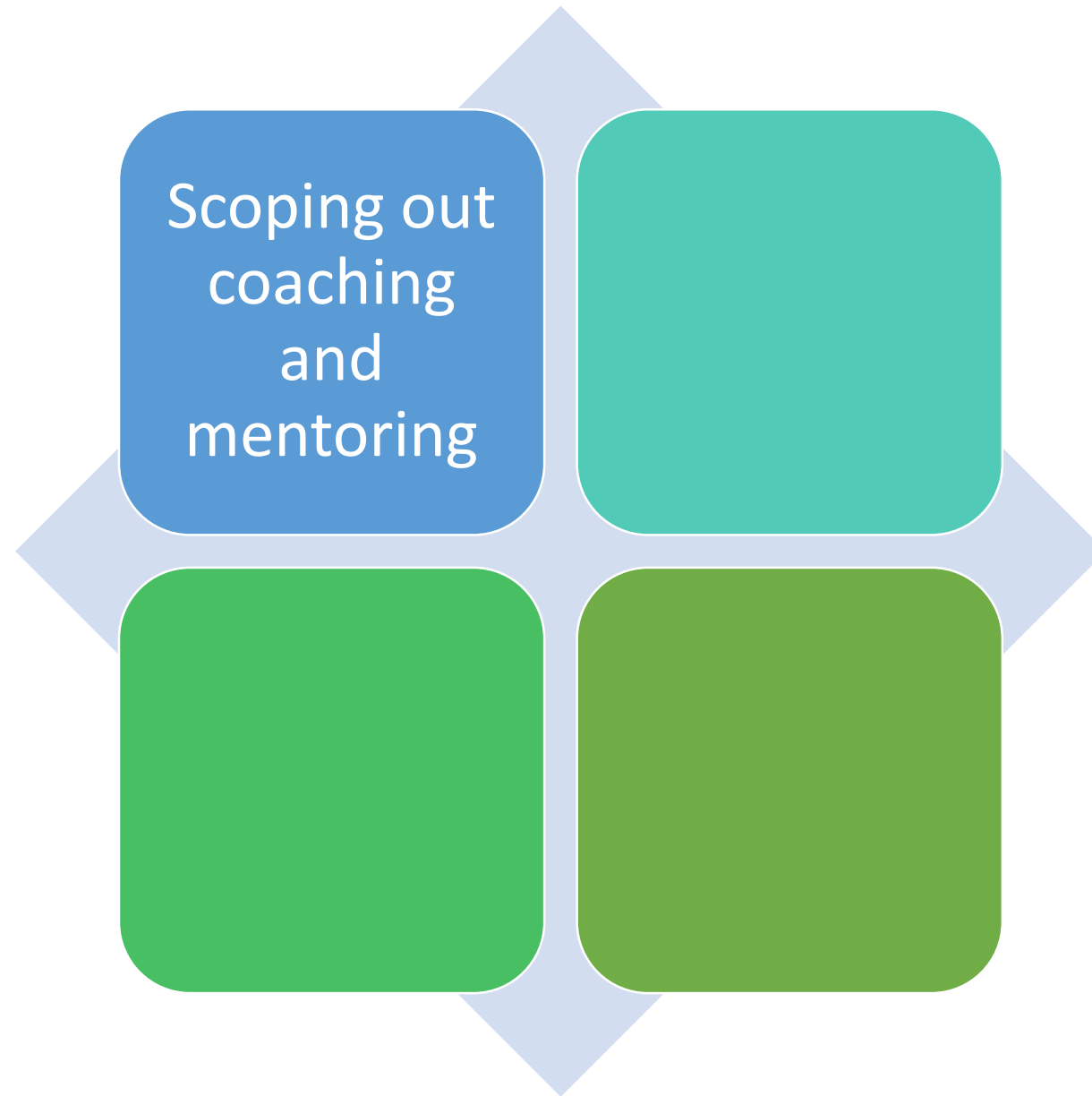
Professor Rachel Lofthouse  
CollectivED

A University Research and Practice Centre where we

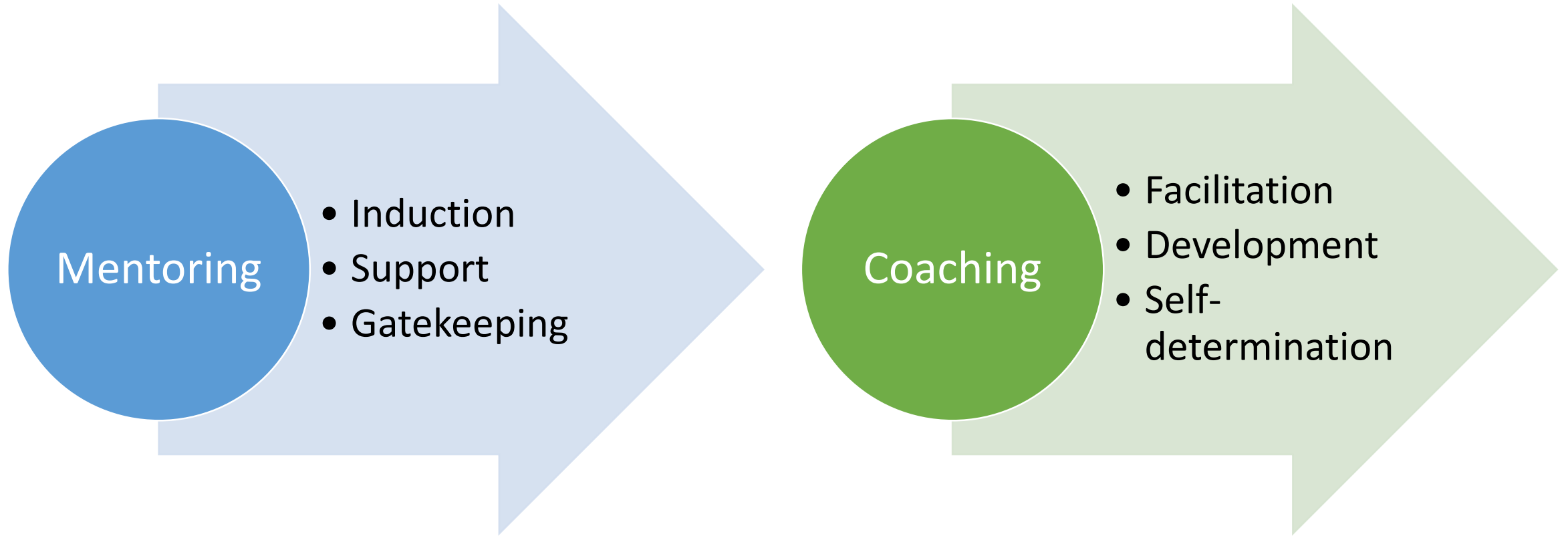
Create  
Communicate  
Connect  
Collaborate  
Contribute

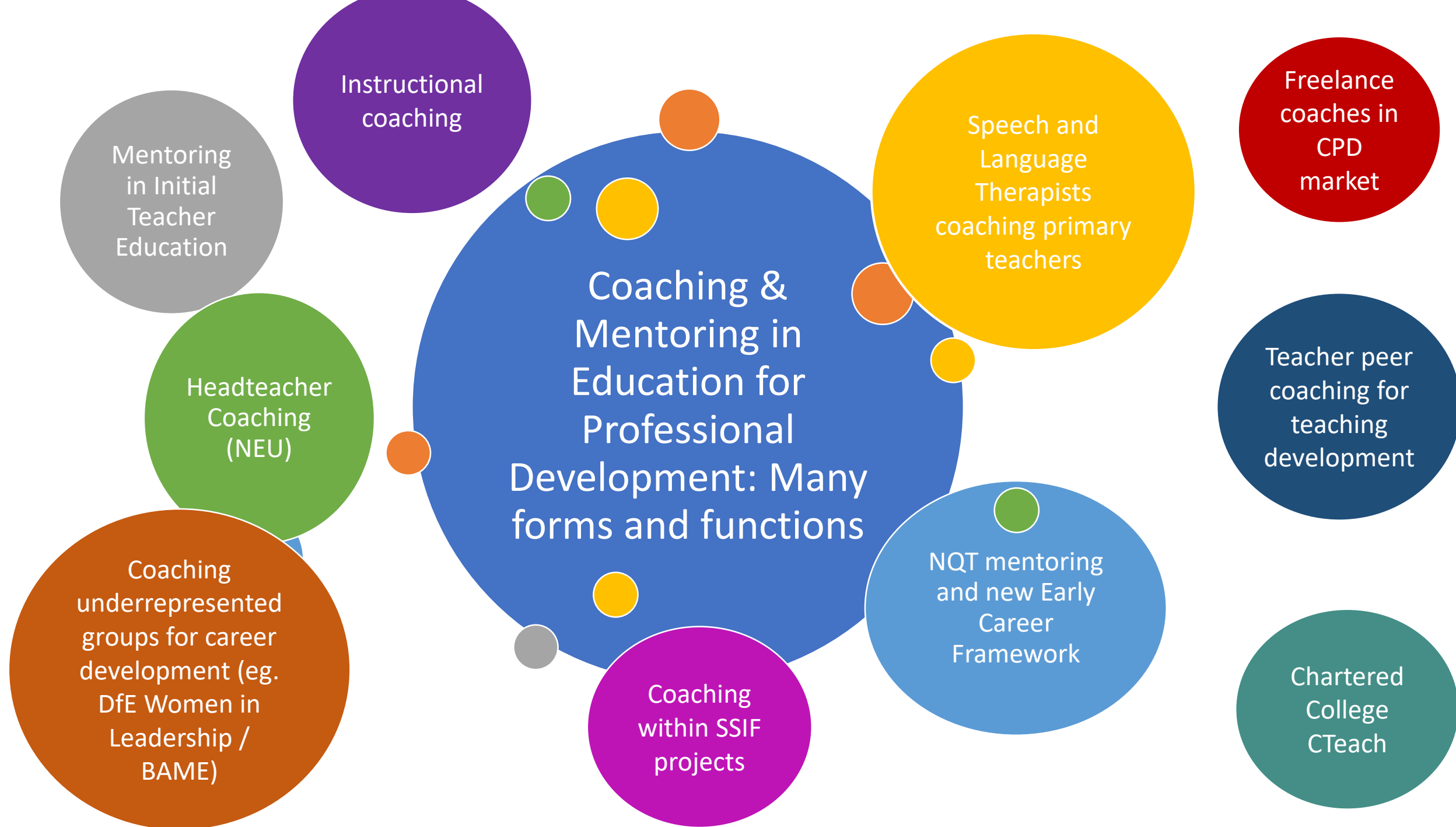
@DrRLofthouse @CollectivED1

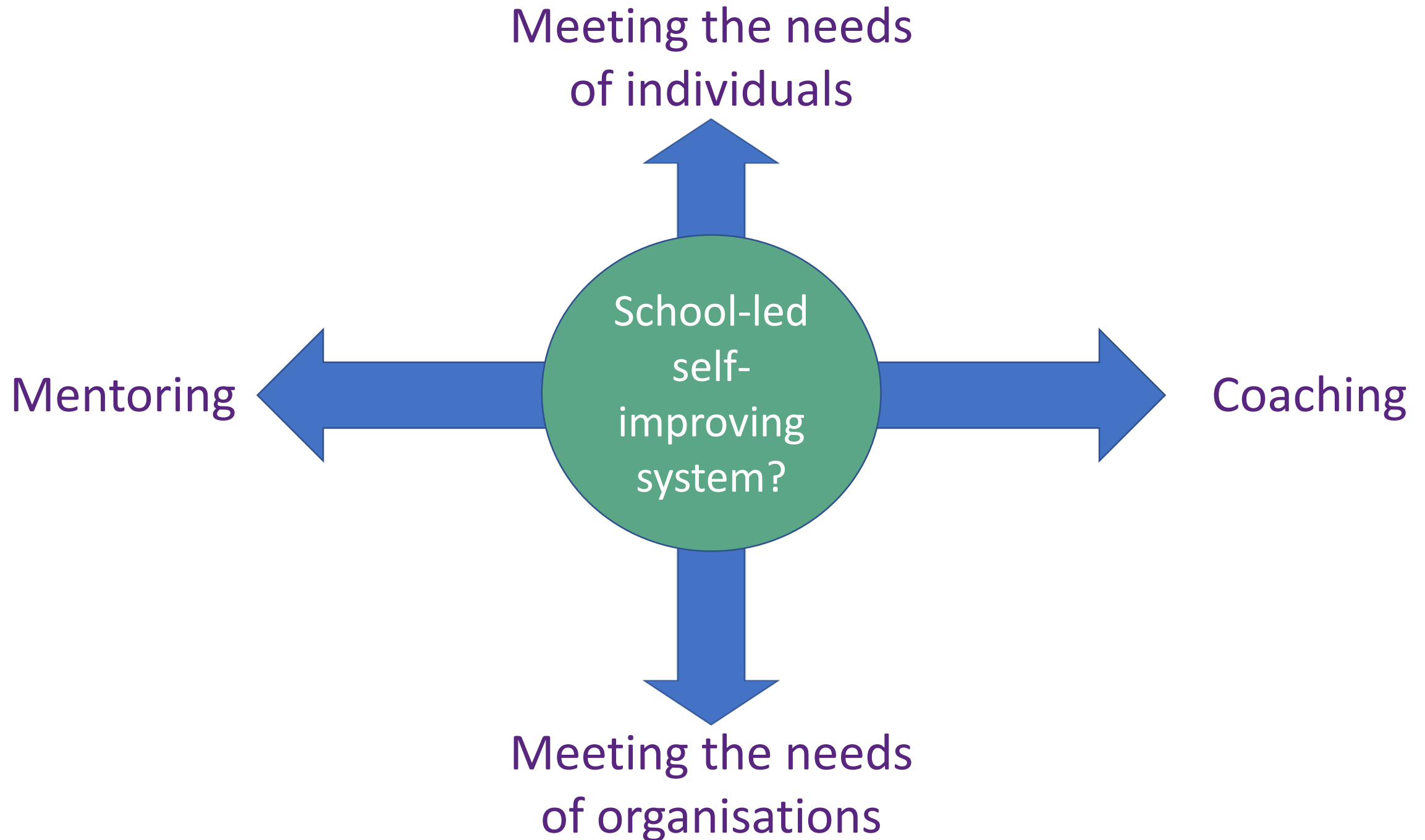


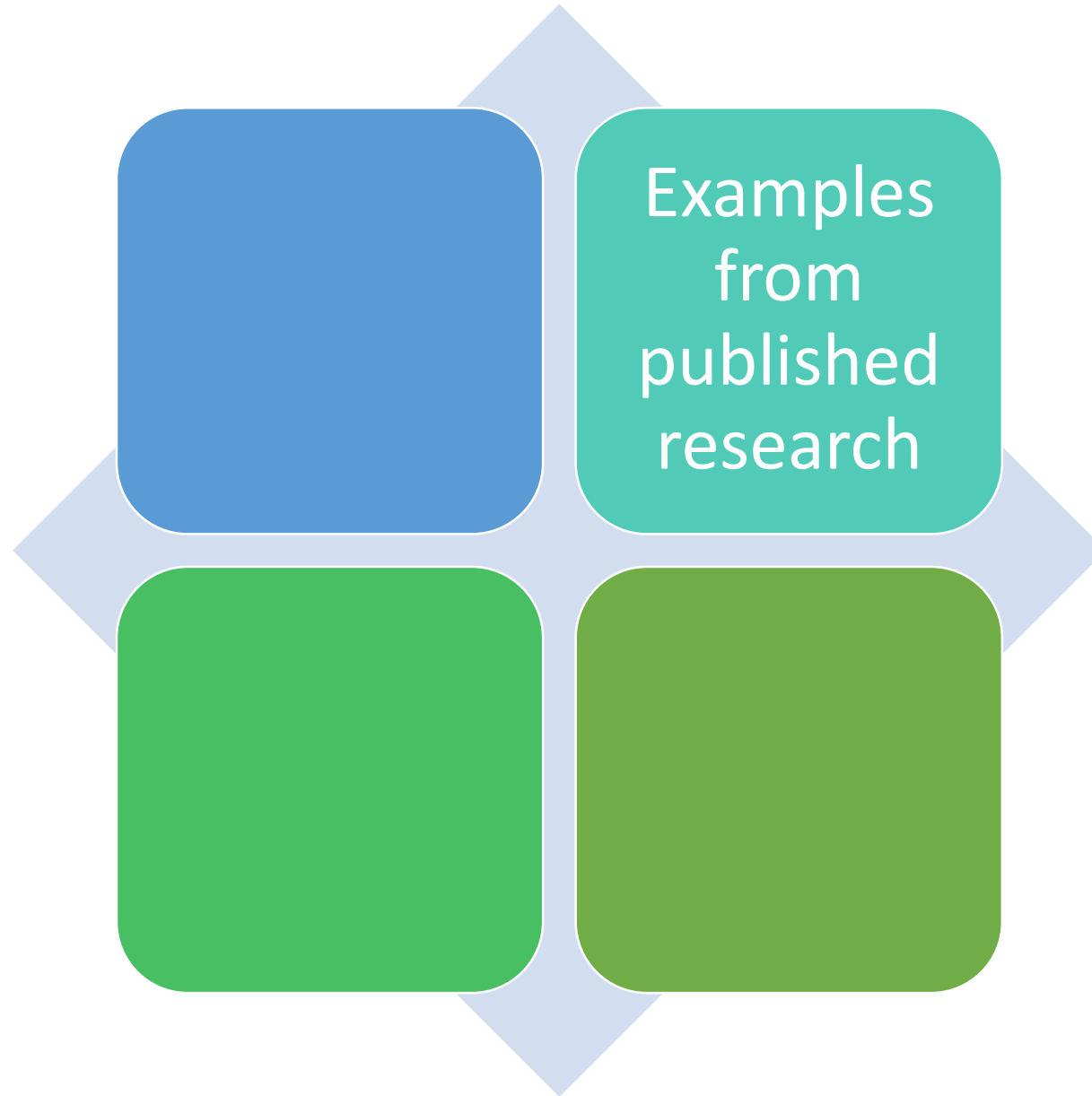


# Spectrum of intent, context and quality











# Mentoring student teachers; a vulnerable workplace learning practice

Rachel Lofthouse and Ulrike Thomas  
*Research Centre for Learning and Teaching, School of Education,  
Communication and Language Sciences, Newcastle University, Newcastle, UK*

Mentoring  
student  
teachers

201

Received 30 March 2014  
Revised 24 July 2014  
12 August 2014

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## Lesson Study: an Opportunity for Collaborative Teacher Inquiry

Rachel Lofthouse<sup>1</sup>  
Stefan McElwee<sup>2</sup>  
Claire King<sup>3</sup>  
Colin Lofthouse<sup>4</sup>

<sup>1</sup>Leeds Beckett University, UK; <sup>2</sup>Ponteland High School, UK;  
<sup>3</sup>Professional Learning Solutions Ltd, UK; <sup>4</sup>Rickleton Primary School, UK

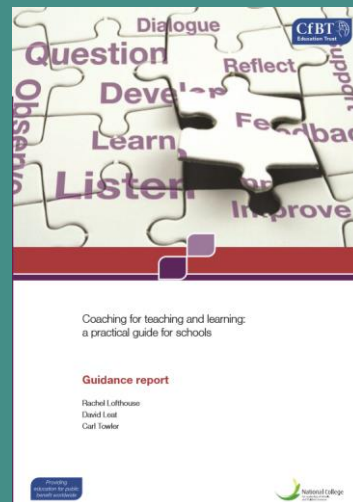


## Professional Development in Education

ISSN: 1941-5257 (Print) 1941-5265 (Online) Journal homepage: <http://www.tandfonline.com/loi/rjie20>

## Coaching in education: a professional development process in formation

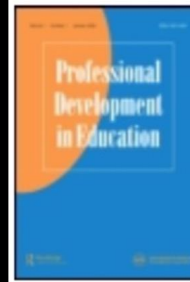
Rachel Lofthouse



# Re-imagining mentoring as a dynamic hub in the transformation of initial teacher education

## The role of mentors and teacher educators

Rachel M. Lofthouse  
*Carnegie School of Education, School of Education and Childhood,  
Leeds Beckett University, Leeds, UK*



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## Professional Development in Education

Publication details, including instructions for authors and  
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<http://www.tandfonline.com/loi/rjie20>

## Concerning collaboration: teachers' perspectives on working in partnerships to develop teaching practices

Rachel Lofthouse<sup>a</sup> & Ulrike Thomas<sup>a</sup>

<sup>a</sup> Education, Communication and Language Sciences, Newcastle  
University, Newcastle upon Tyne NE1 7RU, UK  
Published online: 28 Jul 2015.

[attunedinteractions](#)

**Developing the use of communication  
rich pedagogies in classrooms using  
Video Enhanced Reflective Practice in-  
formed methodologies as a vehicle for  
teacher and speech and language ther-  
apist continuing professional develop-  
ment. Flanagan, J., Wigley, B. & Loft-  
house, R.**

IJMCE  
2,1

8

# An activity theory perspective on peer coaching

Rachel Lofthouse and David Leat

*Education, Communication and Language Science, Newcastle University,  
Newcastle, UK*



## Professional Development in Education

Publication details, including instructions for authors and  
subscription information:

<http://www.tandfonline.com/loi/rjie20>

## Developing practices in teachers' professional dialogue in England: using Coaching Dimensions as an epistemic tool

Rachel Lofthouse<sup>a</sup> & Elaine Hall<sup>a</sup>

<sup>a</sup> The Research Centre for Learning and Teaching, School of  
Education, Communication and Language Sciences, Newcastle  
University, Newcastle upon Tyne, NE1 7RU, UK  
Published online: 11 Mar 2014.

# An activity theory perspective on peer coaching

Rachel Lofthouse and David Leat

*Education, Communication and Language Science, Newcastle University,  
Newcastle, UK*

International Journal of Mentoring  
and Coaching in Education  
Vol. 2 No. 1, 2013  
pp. 8-20

<https://www.bera.ac.uk/blog/beyond-mentoring-peer-coaching-by-and-for-teachers-can-it-live-up-to-its-promise>

## THE BERA BLOG RESEARCH MATTERS

Beyond  
mentoring; peer  
coaching by and  
for teachers. Can  
it live up to its  
promise?



Rachel Lofthouse  
Head of Teacher Learning and Development  
Newcastle University  
Friday 15 May 2015

SHARE:   

**Purpose** – Coaching in educational settings is an alluring concept, as it carries associations with life coaching and well being, sports coaching and achievement and improving educational attainment. Although there are examples of successful deployment in schools, there is also evidence that coaching often struggles to meet expectations. This article aims to use socio-cultural theory to explore why coaching does NOT transplant readily to schools, particularly in England, where the object of coaching activity may be in contradiction to the object of dominant activity in schools – meeting examination targets.

# Mentoring student teachers; a vulnerable workplace learning practice

Rachel Lofthouse and Ulrike Thomas

*Research Centre for Learning and Teaching, School of Education,  
Communication and Language Sciences, Newcastle University, Newcastle, UK*

Mentoring  
student  
teachers

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Received 30 March 2014

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<https://www.leedsbeckett.ac.uk/blogs/carnegie-education/2019/02/teacher-mentoring-rising-to-the-challenge-of-the-early-career-framework/>

## Is workload getting in the way of NQT support?

Mentors provide crucial help to new teachers, but the role can become a workload 'burden' says one academic

By Tes Editorial  
09 January 2019

Share this



<https://www.tes.com/news/workload-getting-way-nqt-support>

## Teacher mentoring; rising to the challenge of the Early Career Framework

BLOGS HOME / CARNEGIE EDUCATION / TEACHER MENTORING RISING TO THE CHALLENGE OF THE EARLY CAREER FRAMEWORK



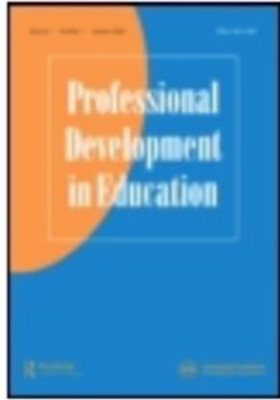
by Professor Rachel Lofthouse | 07/02/2019 |



New teachers are often working at points of tension. They can feel the need to adopt practices which seem relatively safe.







## Professional Development in Education

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### Concerning collaboration: teachers' perspectives on working in partnerships to develop teaching practices

Rachel Lofthouse<sup>a</sup> & Ulrike Thomas<sup>a</sup>

<sup>a</sup> Education, Communication and Language Sciences, Newcastle University, Newcastle upon Tyne NE1 7RU, UK

Published online: 28 Jul 2015.



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[Click for updates](#)

### *Shared labour for a common purpose*

Combined effort was for a common purpose with a focus on students and their learning

### *Parity and link to productive dialogue*

Working productively as well as building relationships

### *A safe forum for professional challenge*

Make choices about practice beyond QA & PM processes

## THE BERA BLOG RESEARCH MATTERS

### Teacher peer coaching; a story of trust, agency and enablers



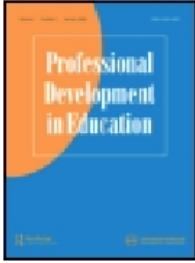
Rachel Lofthouse & Emma Bulmer  
Thursday 10 March 2016

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Teaching and Teacher Education

This blog is a good news story in terms of teacher collaboration from The Hermitage Academy, a North-East Teaching School. The Academy has deliberately and steadily built a culture of teacher collaboration. It

<https://www.bera.ac.uk/blog/teacher-peer-coaching-a-story-of-trust-agency-and-enablers>



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ISSN: 1941-5257 (Print) 1941-5265 (Online) Journal homepage: <http://www.tandfonline.com/loi/rjie20>

### Coaching in education: a professional development process in formation

Rachel Lofthouse

#### CollectivED: Making sense of coaching for professional development in education

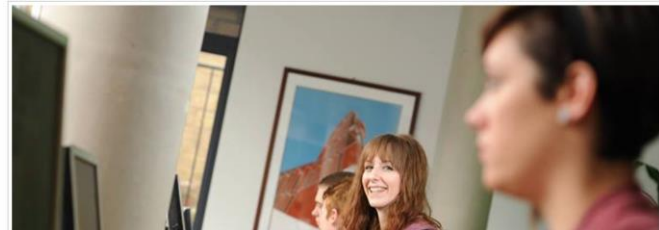
BLOGS HOME / CARNEGIE EDUCATION / COLLECTIVEDMAKING SENSE OF COACHING FOR PROFESSIONAL DEVELOPMENT IN EDUCATION



by Professor Rachel Lofthouse | 18/10/2018 | 0 Comments



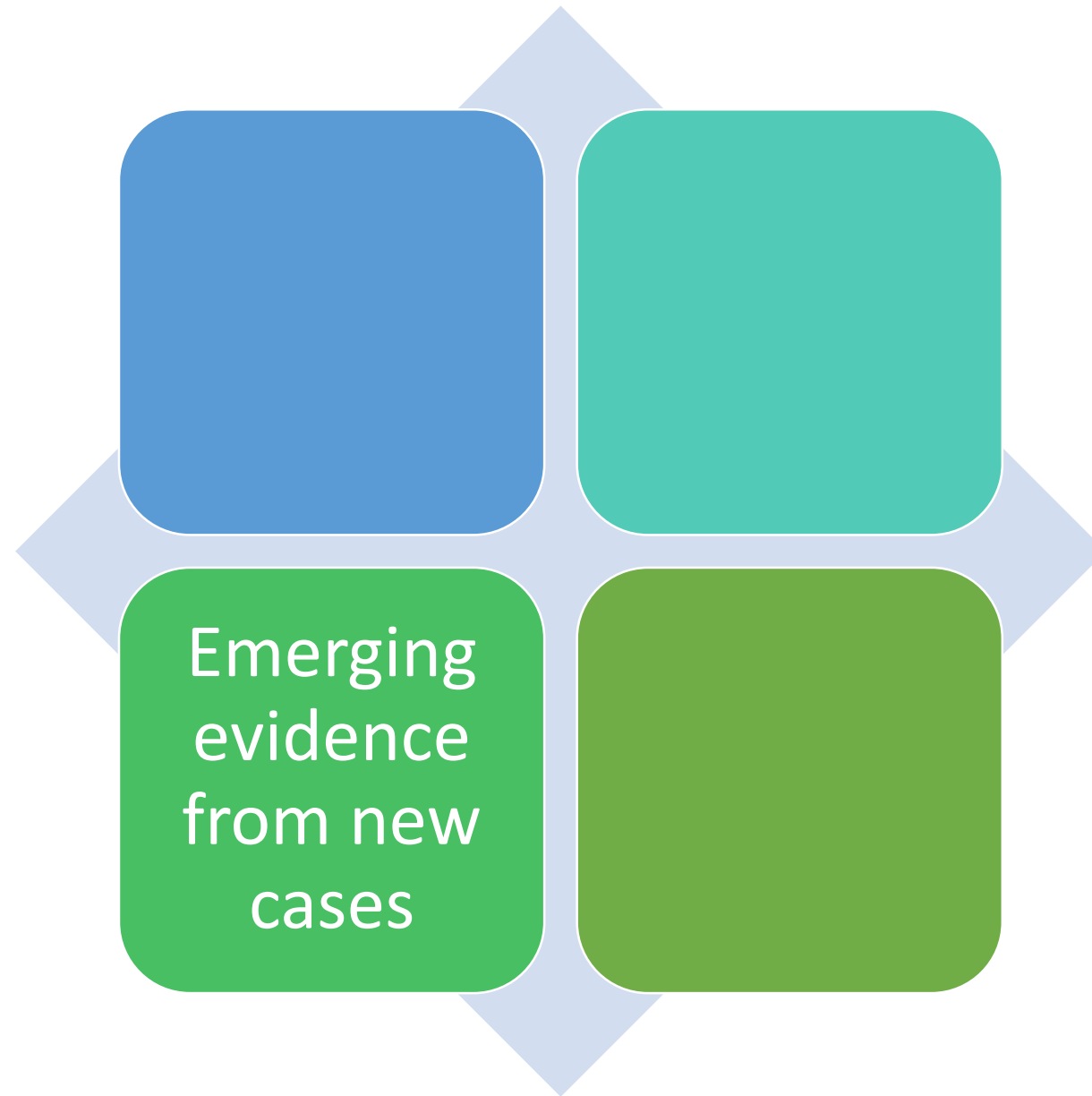
Our Leeds Beckett University research and practice centre 'CollectivED: the Mentoring and Coaching Hub' officially launched on the 14th March with over 50 Teachers, Teacher Educators, Academics and Education / Coaching Professionals attending our inaugural event - Coaching in Education: Why bother?



#### ABSTRACT

Coaching has been evolving as a form of professional development for teachers and school leaders for several decades, and now exists in many forms. This study focused on the work of six coaches in England, using an adapted focus group approach to discover how they explained and conceptualised the value of their practices. As the coaches' conversations with each other emerged details of the nature of their work, and their reflections on it, were elicited which were analysed thematically while also paying due attention to individual narratives. Although coaching is not easily defined this study demonstrates the significance of relationships and dialogue in coaching and the structures and protocols that support that. It suggests that coaching is suited to helping individuals dealing with authentic challenges, professional interests and dilemmas experienced in complex educational settings, while also acting as a counterweight to some of the consequences of performativity. The study also suggests that coaching may be a valuable means to deploy the expertise of experienced professionals to support an education system exposed to problems of retention of both teachers and school leaders.

<http://leedsbeckett.ac.uk/blogs/carnegie-education/2018/10/collectivedmaking-sense-of-coaching-for-professional-development-in-education/>



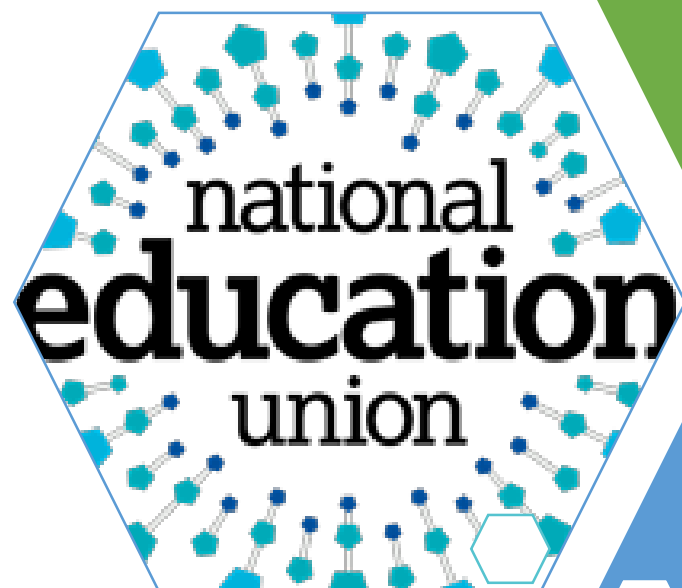


A diagram consisting of five interconnected hexagons arranged in a circular pattern. Each hexagon contains text describing a different coaching model. The hexagons are colored: olive green, teal, blue, and two white ones with green borders. The text is in white or black, depending on the background color. The hexagons are connected by thin lines, and there are small white hexagonal cutouts at the points of connection.

Mentor-  
Coaching in  
induction  
Western  
Quebec

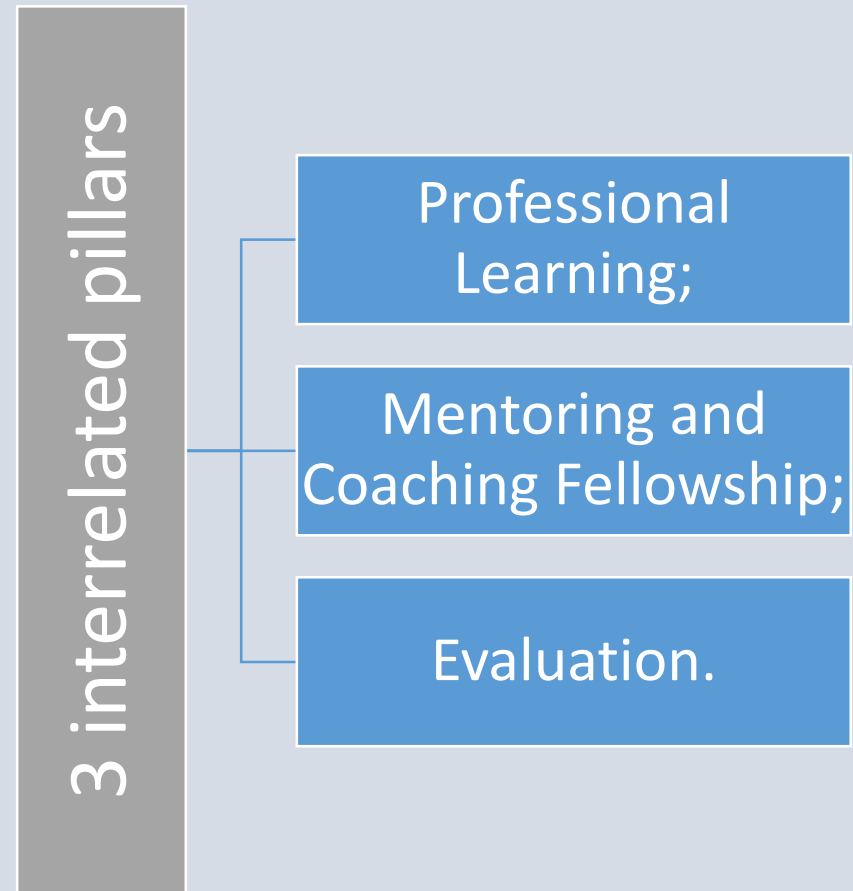
Contextualised  
Specialist  
Coaching  
Swaledale SSIF

Headteacher  
Coaching  
England (NEU)



# Teacher Induction Program (TIP) in WQSB

The TIP runs for two years for ALL new teachers to the Schools in the school board. It has been sustained and evolving over 10 years.





# The Voice of Teachers and Principals

*This is my first time being mentored; it changes the way you see yourself as a teacher.*

*This school is like a family; when I wake up in the morning I feel no stress. If I have a problem with a student, I know I will get the help I need. It's not a secret. In a family we work together.*

*There is a lot of power in this building; people are observing each other all the time, our doors are open, we are always asking questions.*

*I do not see coaching as adding to our workload as the benefits are real.*

*It is our job to create this environment, we hear teacher voice and we make changes. (Principal)*

# The voice of the school board

*We use coaching as a systematic approach at all levels to share knowledge that exists within our system, and to develop a common language. We haven't adopted 'one model' of coaching, we have blended and adapted models over time, and we feel we own what we do. The data we have on teacher performance demonstrates a steady increase in performance from TIP participants.*

*We call them Mentor-Coaches because they are both of these things, and the training and documentation helps them to make appropriate decisions about which stance to take. What we hear from our 'master coaches' is that it takes them about 3 years in practice to feel fully confident in this.*

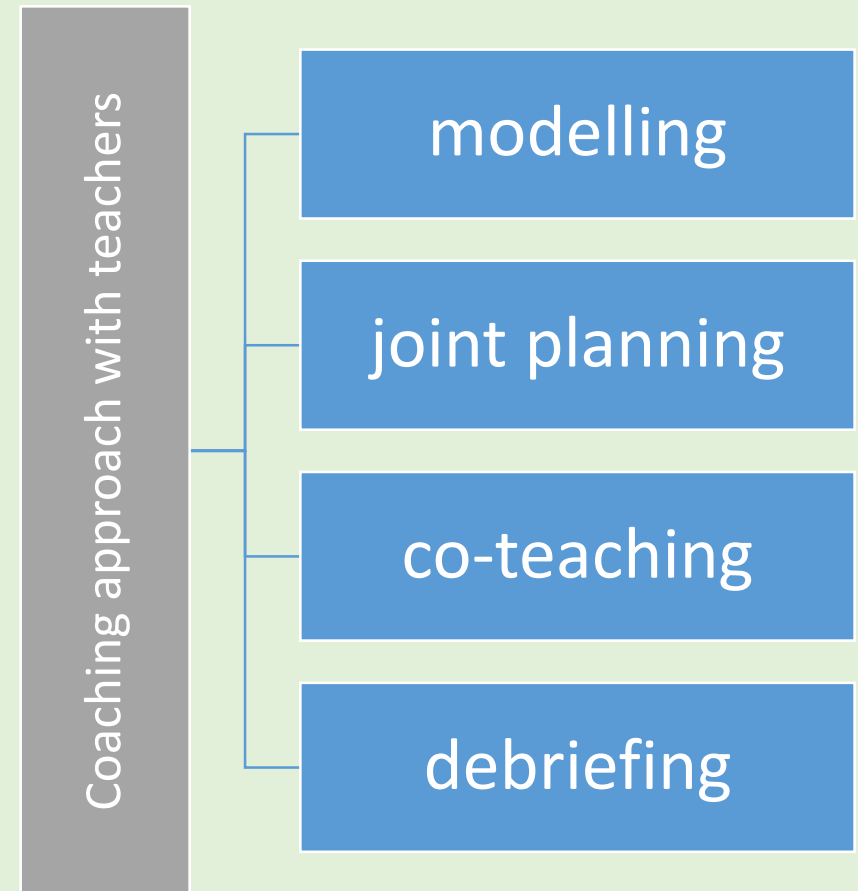
*The work of Mentor-Coaches is structured through common expectations or offering guidance and support but they also invest in building trust with the new teacher. Our Mentor-Coaches recognise the significance of reciprocal learning, the relationships that they build and of reflection.*

# Contextualised Specialist Coaching:

Swaledale Metacognition in Service Schools SSIF Evaluation



- A pedagogy-led project with collaborative coaching approach to delivering metacognition in the classroom and focused on mathematics
- Lead Practitioners / coaches designed pedagogic approaches appropriate to project's teachers and pupils, contextualised by the individual challenges in each school, the different year groups, different levels of experience and the different roles of the teachers they worked with.
- Not a 'clean coaching' model; elements of mentoring, guidance and feedback integral to it in it, aligning it with the 'specialist coaching' approach defined by CUREE (2005).





## Coaching offered reciprocal and cumulative benefits

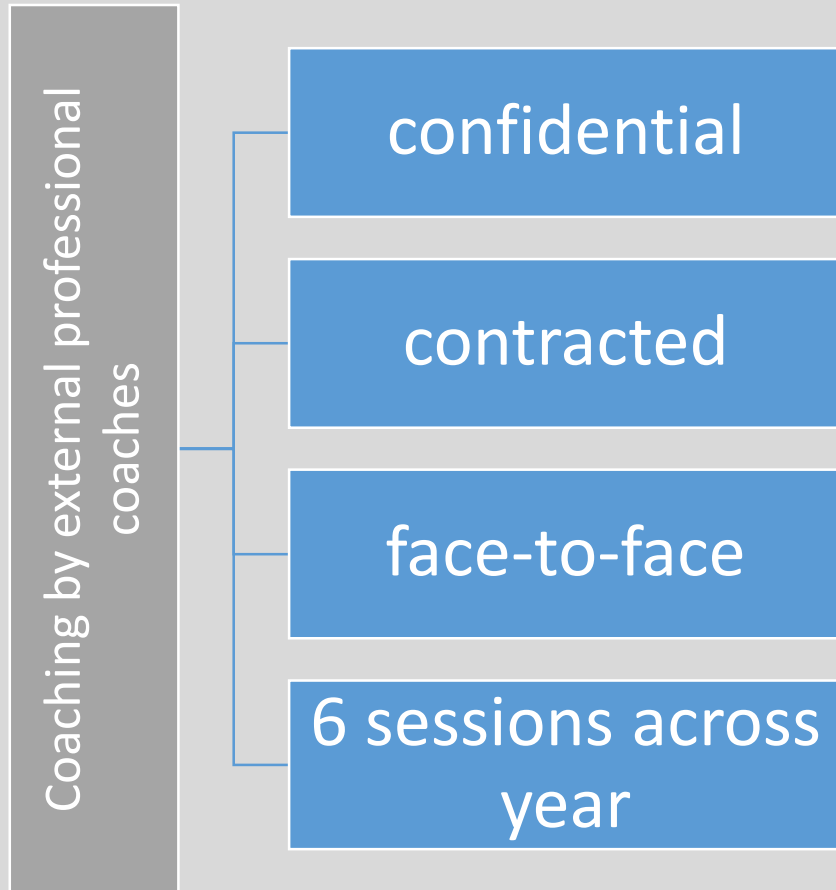
“Usually for the training sessions, you get half a day after the Christmas or summer holiday, whereas with this you get continued support. Other training sessions are an hour here and an hour there and there is no one afterwards to help you or check on you or to discuss it with.

The difference between this project and anything else we’ve done in the past, is the support.” *Lead teacher*

The Lead Practitioners / coaches have all grown in their teaching and coaching skills as a result of the project. The LPs have all gained considerable insight into school improvement work and have the potential to use this effectively in future roles. They reported improved coaching and communication skills as well as the ability to negotiate difficult situations and relationships.

*Swaledale SSIF evaluation report, Leeds Beckett University*

# Headteacher Coaching: England, NEU



Emerging findings (Feb, 2019, HT questionnaires, 77% participants):

- *The goals are centred around work-life balance and this impacts on professional performance and resilience.*
- *Coaching will continue to enable me to tackle challenging circumstances and scenarios in a calm way that will mean I retain a sense of optimism in the solutions I am constantly working on.*
- *The coaching has given me more confidence in terms of self-esteem and helped me to deal with a line manager who was micro managing at its best.*
- *I am learning that my priority is the children in my school and helping staff to be the best they can be, so that our children are happy and learning.*

Number of years in senior leadership role		Number of years as headteacher	
5 yrs or less	9 people	2 yrs or less	10 people
6-15 yrs	13 people	3-6 yrs	10 people
Over 15 yrs	8 people	Over 6 yrs	10 people

# Emerging questionnaire findings (Feb 2019)

Gaining confidence in  
role

Supporting problem-  
solving

Getting better at  
developing other staff  
within school

Improving working  
relationships e.g. with  
governors

Coping with continuing  
demands of the job  
including emergency  
management

Developing ability to  
reflect and drill down to  
specifics of challenges

Gaining work-life balance

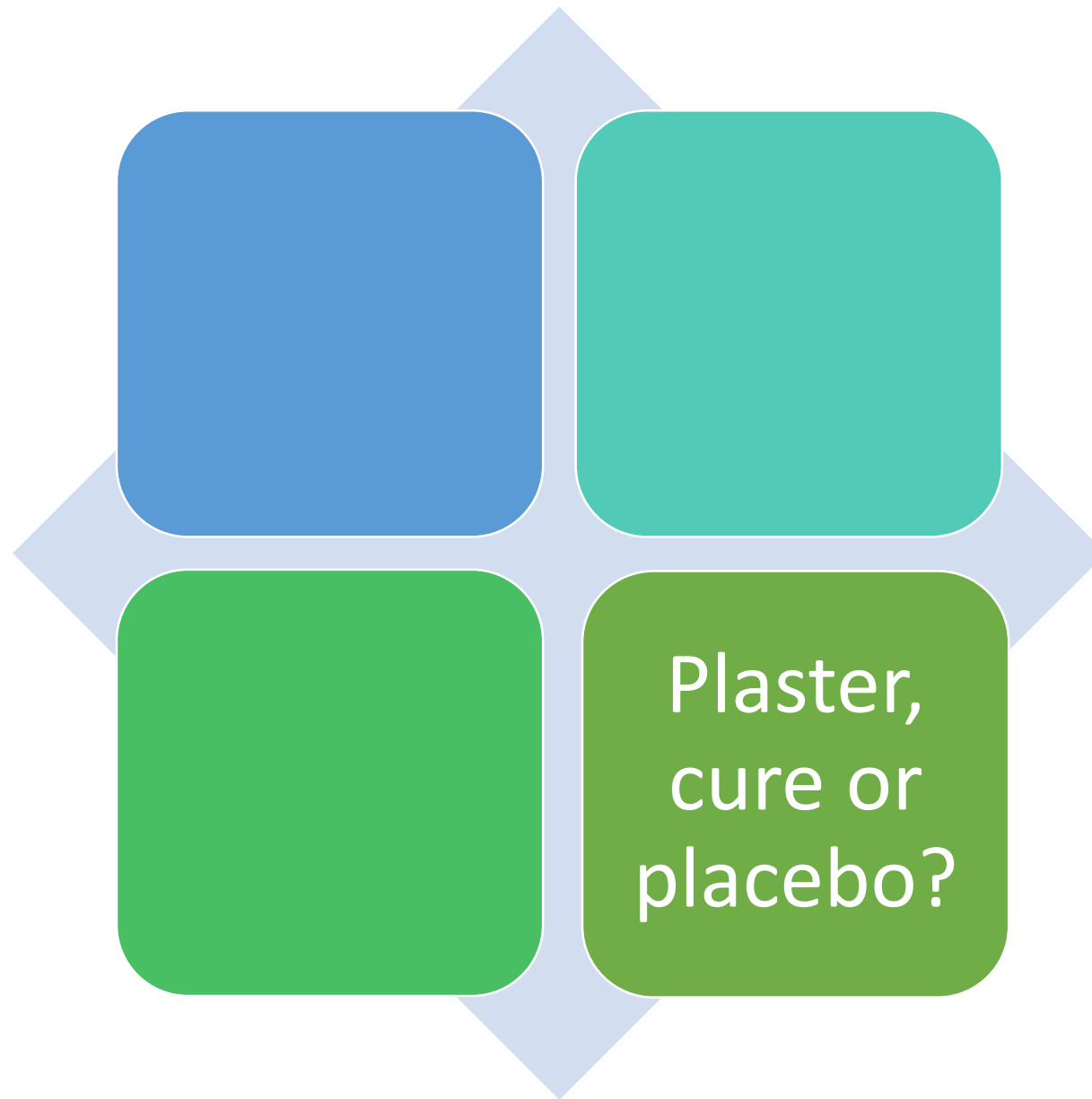
Managing difficult issues  
and people by gaining  
new perspectives

Being able to think more  
strategically

Coaches providing  
emotional support

Recognition of the  
importance of  
developing teachers and  
systems to better  
support children's  
learning and wellbeing.





# Turning the tide; can we use mentoring and coaching to better effect?

Mentoring too often becomes judgementoring (Hobson & Malderez, 2013)

Coaching is dialogic & relies on trust (Whitmore, 2002, Tschannen-Moran & Tschannen-Moran (2010)

'Teacher learning takes place at the connection between theory, practice and person' Korthagen (2017)

Coaching can be a counter-balance to performativity (Lofthouse & Leat, 2013)

Links to ecological agency (Priestley et al, 2015) & collective efficacy (Donohoo, 201&

Can mentoring and coaching ever be transformative forms of CPD? (Kennedy, 2014)





CollectivED:  
Building an  
Evidence Base  
and Contributing  
to Expertise  
through Research  
and Engagement

[r.m.lofthouse@leedsbeckett.ac.uk](mailto:r.m.lofthouse@leedsbeckett.ac.uk)  
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